

<b>Inspection date</b>	25/01/2013
Previous inspection date	21/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- Children use their communication skills and imaginations well to learn through purposeful active role play with older children.
- Children have a warm, close relationship with the childminder and this helps them to feel settled and secure.
- Children are well behaved. They play cooperatively and show consideration for each other, responding positively to guidance from the childminder.
- The childminder supports children's individual needs very well by working in partnership with parents finding out about their individual needs and requirements.

#### **It is not yet outstanding because**

- The garden is not used to maximum potential all year round to support and enhance children's learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent the majority of inspection time with the childminder observing her and the children she was caring for.
- The inspector sampled children's information and development records.
- The inspector had discussion with the childminder throughout the visit. Safeguarding was discussed with the childminder.
- The inspector gathered parent's views through completed questionnaires.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

The childminder registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in Clayhall, in the London Borough of Redbridge. The whole of the ground floor of the house is used for childminding, as well as the bathroom and toilet upstairs. There is a garden for outside play. The family has a cat.

There are currently two children on roll in the early years age group. The childminder also provides care for older children. She is a member of the National Childminding Association.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- maximise the potential of the garden so that children's learning and development is supported in all areas of learning all year round. For instance, use natural resources to promote children's grouping and sorting skills.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The childminder has a good understanding of the learning and development requirements. She knows the children very well and talks in detail about their strengths and areas for further development. She makes effective use of information from parents to plan and provide a range of activities which interest children and provide them with realistic challenge. She has attended training on the revised Early Years Foundation Stage framework and structures her plans and resources effectively around the areas of learning. Consequently, children make good progress. Children have free choices because there is a good balance between child-initiated and adult-led activities.

Children are supported effectively by the childminder in several ways. She is particularly successful at developing children's communication and language skills. For example, she regularly engages them in conversation, discussing what they did at school that day. The childminder extends children's learning by encouraging them to count during every day routines. Children practise their early writing skills as they use a broad range of writing resources. Children practise a variety of physical skills as they balance, climb and run at the local park or in the childminder's garden. However, opportunities for children to consolidate their learning in the outdoor environment are not extensive and are restricted by the weather. Children play cooperatively and use a range of resources to develop their role play. For example, they use cushions and a blanket to create a 'hotel' and discuss where best to site the 'swimming pool'. The childminder provides a range of varied and interesting activities that are relevant to their ability and interests to successfully promote their learning. As a result, children's development is well supported and provides a solid base for future progress and learning experiences as they move on to their next stage in learning.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled in the warm and caring family environment. The childminder develops secure attachments with all the children helping them to feel safe and valued in her care. They demonstrate they are happy in her care as they easily approach her for support and enjoy her relaxed manner. They behave well as they receive clear guidance about the boundaries at the setting. Younger children are developing positive relationships with their peers and are learning to share and take turns. The childminder skilfully supports this by intervening to help children solve their difficulties when it comes to sharing popular resources. Consequently, children learn the skills required to play co-operatively together. Children receive regular praise and encouragement which effectively builds their confidence and self-esteem. The childminder gathers information from the parents about children's likes and dislikes. Children are familiar with the routine, following the house rules such as taking off shoes and hanging up coats on their return from school.

Children are encouraged to make healthy choices about the food they eat as they select nutritious snacks and drinks. The childminder helps children to understand the benefits of these foods because she talks to them about it. Children sit sociably at the dining table for snack, carefully supervised by the childminder. She supports them to develop good self-care skills. For example, they know to wash their hands before eating and after touching the cat. Older children manage their own hygiene and personal needs, visiting the bathroom independently. Children develop an understanding of healthy lifestyles. For example, they walk to and from school with the childminder each day and regularly use a broad range of equipment in the garden and local park. Children have good awareness of how to keep themselves safe. For example, they know not to run around while eating because it could create a choking hazard. These measures mean children enjoy their time with the childminder and have some emerging skills to underpin their future learning.

### **The effectiveness of the leadership and management of the early years provision**

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps children safe because she has obtained parental consents and records, and insurance are in place. Children are protected further because the childminder carries out daily risk assessments on all areas and resources used by the children and she has implemented and updated safeguarding policies and procedures. She has attended safeguarding training and is aware of the procedure to follow if she has any concerns. Children are protected in the event of having an accident or being ill because the childminder has current first aid training. The childminder is very effective in teaching children about safety. For example, they learn how to manage potential dangers when out and about with her, such as how to cross the road safely.

The childminder forms very effective partnerships with parents. She obtains information

about children's needs, preferences and routines before joining the setting, to inform her planning and help meet their needs. Parents make many positive comments in their completed questionnaires. They state they would highly recommend her to others. The childminder has forged effective partnerships with other settings the children attend. This helps to provide consistency in their care and learning.

The childminder is committed to improving her service. Through self-evaluation she takes into account the views of children and their parents and uses this to reflect on the quality of her provision. The childminder is able to identify areas of strength as well as areas that she would like to develop further. She strives to improve her knowledge through talking to other childminders and accessing relevant training. The childminder keeps up to date by developing her knowledge of the revised Early Years Foundation Stage.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY424257
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	816580
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/09/2011
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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